

# Refining for Results

## Part I. Policies & Requirements



**School Readiness Program  
Request for Funding-Cycle 2  
Released February 1, 2006**



School Readiness Request for Funding, February 1, 2006  
2006/2007, 2007/2008, and 2008/2009



**School Readiness Program  
Request for Funding  
Released February 1, 2006**

<b><u>Table of Contents</u></b>	<b><u>Page</u></b>
<b>I. Application Submission Timeline</b>	3
When Does a County Commission Reapply for SR Program Funds?	4
<b>II. Building Blocks for School Readiness-Cycle 1 Background</b>	5
Program Foundation	5
Fiscal History	6
Cycle 1 Summary	6
<b>III. Refining for Results-Cycle 2 &amp; The Future of School Readiness</b>	7
<b>IV. Cycle 2 School Readiness Funding Guidelines</b>	8
Funding Level	8
Match Requirement	9
Request for Funding Guiding Principles	10
1. Continued Emphasis on First 5 and School Readiness Fundamentals	10
2. Maintenance of Effort in Existing SR School Communities	11
3. Implementation of Evidence-based Practices	12
4. Full Participation in the Statewide Evaluation	14
5. Collaboration Among Local and State First 5 Programs and Projects	17
6. First 5 Financial Management Guide Compliance	18
7. Parameters for Use of County Coordination Funds	18
8. Implementation of the Small County Augmentation Project	20
9. Submission of Timely and Accurate Annual SR Program and Fiscal Reports	21
10. Reporting and Program Compliance with State Fiscal, Program, and Evaluation Policy	24
<b>V. Application Components and Approval Guidelines</b>	26
Format Instructions	32

***Congratulations on having completed Cycle 1 of First 5 School Readiness (SR) funding and programming. Because of your dedication and hard work, 206 SR Programs have addressed the SR and other needs of thousands of California's youngest children (0-5) and their families with multi-layered, family-focused, strength-based programs. A major result of this work has been the establishment, coordination, and institutionalization of SR partners and services in local communities statewide. This work is foundational to the future of SR activities statewide and you have been a critical builder in this effort. Thank You! This Request for Funding (RFF) invites applications for the next four-year funding cycle of the First 5 School Readiness (SR) Program. Core aspects of Cycle 2 are described in this RFF document.***

## **I. Application Submission Timeline**

<b>February 1, 2006</b>	RFF Released to County Commissions (for applications to be submitted in 2006, 2007, and 2008)
<b>April 3, 2006</b>	Applications due to First 5 California, no later than 5:00 P.M.; NOTE: <u>This is the final deadline, however, earlier submissions are encouraged.</u>
<b>May 15, 2006</b>	Funding notifications disseminated to County Commissions
<b>July 1, 2006</b>	Cycle 2 program funding begins Program/funding timeframe July 1, 2006 – June 30, 2010
<b>January 20, 2007</b>	Applications due to First 5 California, no later than 5:00 P.M.; NOTE: <u>This is the final deadline, however, earlier submissions are encouraged.</u>
<b>April 30, 2007</b>	Funding notifications disseminated to County Commissions
<b>July 1, 2007</b>	Cycle 2 program funding begins Program/funding timeframe July 1, 2007 – June 30, 2011
<b>January 20, 2008</b>	All remaining Cycle 2 applications due to First 5 California, no later than 5:00 P.M.; NOTE: <u>This is the final deadline, however, earlier submissions are encouraged.</u>
<b>April 30, 2008</b>	Funding notifications disseminated to County Commissions
<b>July 1, 2008</b>	Cycle 2 program funding begins Program/funding timeframe July 1, 2008 – June 30, 2012

## **When Does a County Commission Reapply for School Readiness (SR) Program Funds?**

**A County Commission may reapply for SR Program funds in the last year for which they have a sufficient allocation balance to meet all SR Program budget needs.** Cycle 1 funds unspent at the beginning of the first fiscal year of Cycle 2 funding will be maintained by First 5 California and later made available for respective County Commission use at the close of Cycle 2 funding, unless the State Commission approves spending for a Cycle 3 of SR Program funding. If the State Commission approves spending for a Cycle 3 of SR Program funding, any unspent Cycle 1 and/or Cycle 2 funds will no longer be available to County Commissions (*Pending State Commission approval to spend Cycle 1 funds at the close of Cycle 2*).

**Alternatively, a County Commission may delay its reapplication timeframe for one year if the County Commission has sufficient funds remaining from Cycle 1 of the SR Program and local funds to continue its SR Program(s) through an additional State fiscal year, without a reduction in services to children and families.** If this alternative is selected, the County Commission will submit, by the RFF deadline date for applications in the respective prior year (April 3, 2006, January 20, 2007, or January 20, 2008), a budget and basic client population information for the following full fiscal year (using RFF Forms 4,5,6, and 7) and a certification (bottom of Form 7) that the program will maintain prior service levels throughout that year.

SR Programs will apply for four years of State Funds, based on the State Fiscal Year (July 1 – June 30). The funding timeframes for Cycle 2 of SR funding are listed below:

July 1, 2006 – June 30, 2010 (Apply by April 3, 2006)
July 1, 2007 – June 30 2011 (Apply by January 20, 2007)
July 1, 2008 – June 30, 2012 (Apply by January 20, 2008)

*NOTE: State funds cannot be used for expenditures that were not approved by the State prior to the expenditure.*

## **II. Building Blocks for School Readiness-Cycle 1 Background**

### **Program Foundation**

The School Readiness (SR) Program is the centerpiece of First 5 California's work with children 0-5 and their families. The purpose of the SR Program is to improve the ability of families, schools, and communities to prepare children to enter school ready to succeed. In December 2001, First 5 California approved disbursement of the first (Cycle 1) matching funds to County Commissions. First 5 went on to fund a total of 206 local programs over a three-year period, with all 58 counties represented (Attachment 5). A primary function of SR Programs is to coordinate the effective delivery of quality services and supports for California's youngest children (0-5) and their families. Several key elements form the foundation for this work as described below:

- (1) First 5 California's Principles on Equity (Attachment 2)
  - A. Inclusive governance and participation of families and other caregivers of children from diverse backgrounds and with diverse abilities,
  - B. Access to high quality and culturally competent early care and education/development opportunities for children from diverse backgrounds and with diverse abilities,
  - C. Adherence to legislative and regulatory mandates pertinent to the provision of services to children from diverse backgrounds and with diverse abilities, and
  - D. Results-based accountability that includes well-defined and meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities.
- (2) First 5 California-adapted National Education Goals Panel (NEGP) definition of school readiness (Attachment 3)
  - A. Children's readiness for school
    1. Physical wellbeing and motor development,
    2. Social and emotional development,
    3. Approaches to learning,
    4. Language development, and
    5. Cognition and general knowledge.
  - B. Schools' readiness for children, and
  - C. Family and community supports and services that contribute to children's readiness for school success.

- (3) First 5 California Essential and Coordinated Elements of School Readiness (Attachment 4)
1. Early Care and Education,
  2. Parenting/Family Support,
  3. Health and Social Services,
  4. School Capacity/Readiness, and
  5. Infrastructure/Administration/Evaluation.

For additional program background, the original SR Request for Funding document is available at the following web link: <http://www.ccfca.ca.gov/SchoolReady1.htm>.

## **Fiscal History**

The amount of funds available to each county, to budget for four-year SR Programs, was based on a formula that blended birthrates with the approximate number of children aged 0-5 to be served by “high priority schools;” schools in deciles 1-3 of the Academic Performance Index-API (Attachment 8). State SR funds are matched with at least \$1: \$1 in local cash match funds to support locally tailored SR Programs served by schools primarily in high priority school-communities and for 13 County Commissions in communities that have met special factors criteria.

Additionally, during Cycle 1 of the SR Program, counties received Implementation Funds to assist with local SR efforts, including start-up costs, coordination staff, needs assessments, technical assistance, training, evaluation, and program costs. The amount of Implementation Funds each county received was based on the size of a county's SR allocation and generally ranged from \$25,000 to \$100,000 per year.

## **Cycle 1 Summary**

Since 2001, First 5 SR Programs have provided a variety of direct services and supports for California's youngest children and their families, including early education programs with kindergarten transition activities, parenting education, health insurance enrollment and access to ongoing health care, oral health screening and treatment, comprehensive screenings, family literacy programs, and nutrition education and assessments. These programs are reaching out to parents and other family members, improving knowledge, skills, and capacity among child and family service providers, and increasing infrastructure investments (e.g., improving safety and age appropriateness of facilities) for California's youngest children and their families.

Preliminary results from the SR Program Evaluation show that the SR Initiative is targeting the very children who are most in need of services and supports in order to help them be successful when they enter school. The Kindergarten Entry Profiles (Fall 2004) show that:

- Children in very good and excellent health had higher mastery of important school readiness skills than children in poor or fair health,
- Children who participated regularly in early childhood education programs before attending kindergarten had significantly better mastery of key developmental competencies,
- Children whose families regularly engaged in literacy activities (reading, singing, or storytelling, three or more times per week) had significantly better mastery of developmental competencies at kindergarten entry, and
- Parenting education and support services promoted activities that led to increased school readiness.

Characteristics of the SR communities include:

- Almost 60% of the children in target communities are English learners; 70% low-income;
- Only one-fourth to one-third of children entering SR Program schools have mastered key skills needed for school success; and
- More than half of parents reported having one or more concerns about their child's school readiness skills.

With SR Programs and their partners now firmly in place in every county in the State, First 5 has a solid foundation for helping young children achieve school readiness to their greatest potential. Refining for Results is a logical next step for the First 5 School Readiness Program.

### **III. Refining for Results-Cycle 2 & The Future of School Readiness**

First 5's SR Programs and activities are at a critical point for demonstrating results for the investment made by the State Commission and County Commissions. While State Commissioners celebrate the accomplishments of all 58 County Commissions and their respective SR community partners, they are also keenly interested in evaluation efforts that will demonstrate the value and importance of SR for California's youngest children and their families.

This interest reinforces the need to refine established SR Programs and related activities with a focus on demonstrating positive outcomes for children and families. Demonstrating results for young children and their families will meet evaluation expectations expressed by the State Commission and provide SR partners, legislators, taxpayers and other stakeholders with the kind of data needed to help them make school readiness a continued priority as funding decisions are made in the future.

## **IV. Cycle 2 School Readiness Funding Guidelines**

### **Funding Level**

**First 5 California Commissioners have approved a commitment of First 5 California funds to support local SR programming for four additional years. Spending authority of up to \$51.7 million for one year was approved, pending evidence that the Statewide Research and Evaluation Framework's School Readiness Component will be fully implemented by all 58 counties, yielding desired child/family outcome data for reporting to the State Commission and for sharing with First 5 stakeholders in the coming years (State Commission Meeting, October 2005).**

By July 2006, First 5 California staff will present information to the State Commission for its approval to release the remaining three years of SR funding. Please also refer to the December 13, 2005 correspondence to County Commission Executive Directors titled, "Implementation of New Research and Evaluation Framework for School Readiness Programs," for information regarding the SR Program's July 1, 2006 transition to the new Statewide Research and Evaluation Framework for all programs.

Cycle 2 County SR allocations are the same as Cycle 1 allocations; however, the 27 larger counties' allocation will be adjusted to fund the Small County Augmentation Project (Attachment 9). The County SR allocation is not a guaranteed funding amount, it is the maximum amount of State funds available for SR Programs during the specified time period. SR funds are distributed on the basis of approved applications, budgets, maintenance of service levels, expenditure, and reports.

Counties will submit a budget per program (at the application level) that allows each funded program to operate at the same level of service annually for four years. At the conclusion of four years, unspent funds will no longer be available to the County Commissions. It is anticipated that First 5 California would initiate Cycle 3 to continue annual funding of the SR Program.

County allocations are a guideline for use in funding decisions made by First 5 California. Past spending patterns serve as another guideline, used to help determine appropriate funding levels. These past patterns will be used to assess future funding needs between Cycle 1 and Cycle 2 of SR Program funding. For example, if a program has consistently spent \$75,000 per year of its \$100,000 per year allocation (i.e., \$300,000 of the available \$400,000 over four years), the program budget should be \$300,000 in the new cycle of funding. In this example, \$400,000 would be available for that program in Cycle 2 only if significant justification and/or upgrades are reflected in the reapplication.



All applying programs will be funded for four years in four equal annual amounts, based on the State Fiscal Year of July 1 – June 30. The funding timeframes for Cycle 2 of SR funding are listed below:

July 1, 2006 – June 30, 2010 (Apply by April 3, 2006)

July 1, 2007 – June 30 2011 (Apply by January 20, 2007)

July 1, 2008 – June 30, 2012 (Apply by January 20, 2008)

*NOTE: Any SR Program funds unspent at the close of the four years of Cycle 2 (varies by start date) will no longer be available to the County Commissions. See also Page 4 of this RFF for information regarding the future of unspent Cycle 1 SR Program funds.*

### **Match Requirement**

Within established county SR fund allocations (Attachment 8), County Commissions are required to expend at least \$1 in local cash match for every \$1 spent of First 5 California funds each fiscal year. Acceptable sources of County Cash Matching Funds include: County Commission funds, dedicated expenditures by school districts and local public agencies specifically targeted to Result Area of and in coordination with the SR Program, and similarly dedicated funds from private sources such as foundations and businesses. The County Cash Match Funds must be auditable and traceable at the County Commission level by revenue received or written agreement such as a memorandum of understanding for dedication of funds to the SR Program with other supporting documentation.

*NOTE: Only funds serving, and solely supporting, children 0-5 and their families can be considered part of the required match. Other local funds are considered partnership or in-kind contributions and do not meet the match requirement.*

## **Request for Funding Guiding Policies**

Cycle 2 of First 5's support for SR programming will build on first cycle successes and will require that the following Request for Funding (RFF) Guiding Policies be met by all funded programs:

### **RFF Guiding Policies (see descriptions below)**

1. Continued Emphasis on First 5 and School Readiness Fundamentals
2. Maintenance of Effort in Existing SR School Communities
3. Implementation of Evidence-based Practices
4. Full Participation in the Statewide Evaluation
5. Collaboration Among Local and State First 5 Programs and Projects
6. First 5 Financial Management Guide Compliance
7. Parameters for Use of County Coordination Funds
8. Implementation of the Small County Augmentation Project
9. Submission of Timely and Accurate Annual SR Program and Fiscal Reports
10. Reporting and Program Compliance with State Fiscal, Program, and Evaluation Policy

## **Continued Emphasis on First 5 and School Readiness Fundamentals**

A primary function of SR Programs continues to be the provision and coordination of the effective delivery of quality direct services and supports for California's youngest children (0-5), including children with special needs\* and English learners, and their families. County Commissions and their local partners select evidence-based practices that appropriately address needs and interests in the SR school community in a family-focused, strength-based manner. Importantly, the practices must result in the focused provision of intensive services designed to address multiple needs in culturally and linguistically appropriate ways. The provision of such services must also include implementation of First 5 fundamentals, such as the First 5 California Principles on Equity, the First 5 California-adapted National Education Goals Panel (NEGP) definition of school readiness, and the operational First 5 California Essential and Coordinated Elements of School Readiness previously referenced in this RFF document.

Additionally, SR Programs should be implemented based on the SR Development Process first introduced in Cycle 1 of SR programming (Attachment 1).

*\*NOTE: For the SR Program's data collection and reporting purposes, children with special needs are defined as: children eligible for early intervention (Early Start) and/or related services under Part C of IDEA; (children under 3 years of age), children eligible for preschool special education and/or related services under Part B (619) of IDEA, and/or children with a mental health diagnosis (the First 5 California Special Needs Project uses a broader definition).*

## **Maintenance of Effort in Existing SR School Communities**

Existing SR school communities, served by 206 Cycle 1 SR Programs, have greatly benefited from the provision of services tailored to each respective community's needs. These communities were originally selected because they were served by schools with Academic Performance Index (API) scores primarily in the lower three deciles (1999/2000). In many cases, the API scores for schools in SR communities have increased in recent years, some to the credit of First 5 funded SR Programs, other local partners, and families.

To ensure the long-term child and family benefits of these improvements, SR activities in these communities must be stabilized and fully integrated. **Maintenance of effort means that County Commissions are expected to continue their commitments to existing SR school communities into Cycle 2 of First 5 support for SR programming. The numbers of children and families previously served, as well as the amount and spectrum of services provided will demonstrate this maintenance of effort.** Additionally, each funded SR Program must continue to address each of the Essential and Coordinated Elements of School Readiness in their program design. In Cycle 2, however, the Element focus will be tailored for consistency with the new Statewide Evaluation and the Annual Report.

The table below summarizes the relationship among the new Statewide Research and Evaluation Framework, the Annual Report, and the Essential and Coordinated Elements.

<b>5 Essential and Coordinated SR Elements</b>	<b>Evaluation Framework/Annual Report</b>
1. Early Care and Education	1. Result Area: Improved Child Development
2. Parenting/Family Support Services	2. Result Area: Improved Family Functioning
3. Health and Social Services	3. Result Area: Improved Health
4. School's Readiness for Children	4. Result Area: Improved Systems of Care (Every SR Program must at least report on the outcome of School's Readiness for Children here, in addition to other applicable outcomes.)
5. Infrastructure, Administration, and Evaluation	In Cycle 2-activities previously described and reported in this element should be included within Improved Systems of Care.

**Program Modifications-**Maintenance of effort in existing SR school communities does not preclude a County Commission from replacing partners and/or practices they have

found to be ineffective or in the case of school closures. Changes to address any ineffective aspects of local SR programming are strongly supported. However, the requirement that existing SR school communities continue to receive coordinated direct services remains.

**Program Expansion**—The maintenance of effort requirement does not preclude a County Commission from expanding its local SR programming. Expansion is defined as the addition of newly funded SR Programs, practices, services, or school districts/schools. Expansion, where possible, is encouraged if it:

1. Incorporates all First 5 fundamentals; including the Principles on Equity and the Essential and Coordinated Elements of School Readiness (consistent with the Statewide Evaluation Result Areas), and addresses cultural and linguistic issues evident in the surrounding community,
2. Demonstrates that it can be implemented within the County Commission's established maximum allocation (*NOTE: Cycle 2 County maximum allocations are the same as those provided in Cycle 1 of SR funding*),
3. Does not result in a reduction in the level or amount of services already being provided in existing SR school communities,
4. Addresses communities served by schools with API scores in the lower 3 deciles (*NOTE: Use current (2004/2005) API scores for expansion purposes; these scores may be calculated using tools available at the following web-link <http://www.cde.ca.gov/ta/ac/ap/documents/calc04bg.xls>*),
5. Demonstrates strong potential to achieve results for children (Attachment 6),
6. Supports achieving and measuring positive results for children in current and new sites,
7. Serves the needs and interests of children 0-5 and their families, as well as the surrounding community, and includes these groups in the program planning, development, and governance process, and
8. Includes all RFF Guiding Policies mentioned in this RFF document (Page 10).

The maintenance of effort and any program modifications or expansion must be fully described and justified in the application; addressing all eight points outlined above.

***NOTE: If a County Commission funds SR Programs that will apply in different fiscal years for Cycle 2 funding, the Commission should assess and predetermine the funding levels they plan to apply for on behalf of each of its programs. This will ensure that the appropriate State fund allocation level will be available for each SR Program for the full four years of Cycle 2.***

### **Implementation of Evidence-based Practices**

Evidence-based practices, implemented in a family-focused, strength-based way continue to be a requirement among funded SR Programs. In light of the increased importance of long-term and outcomes-based evaluations, consistent implementation of such practices is a major focus for this second cycle of SR funding. Please refer to the

attached table of summarized information regarding selected evidence-based practices, referred to as the Evidenced-based Practices and Resources Chart (Attachment 6). This resource document was designed to help County Commissions and their funded programs select and assemble an appropriate array of evidence-based SR practices in their local communities. Selection of evidence-based practices should be made within the comprehensive spirit of SR Programs, focusing on the provision of multi-layered, interconnected direct services within each of the Statewide Evaluation Result Areas.

As part of their response to this RFF, funded SR Programs will identify and describe the evidence-based practices they will implement. In some cases there may be a need to implement promising versus evidence-based practices (e.g., where few or no appropriate evidence-based practices exist). If a funded SR Program selects a practice not included on the SR Program Evidenced-based Practices and Resources Chart, they must fully substantiate and cite the source of the preliminary research base and/or rationale for use of the selected practice. In doing this, the program must describe and supply local evaluation or other data to support the practice selection. Programs may also select an existing evidence-based practice and indicate the modifications they will make in order to address populations and needs for which evidence-based practices may not currently exist. In cases where promising practices are used, local evaluation data must be collected, analyzed, and reported to the State in a progress report annually to ensure that the selected promising practices are either resulting in outcomes for young children and their families or that they are redesigned as needed.

The development and submission of logic models (Form 3) will assist SR Programs in clarifying and displaying the relationship between selected evidence-based practices and the outcomes and indicators that will be tracked as part of the Statewide Research and Evaluation Framework, specifically the SR Menu of Outcomes and Indicators. Applying SR Programs must develop and submit a logic model addressing each of the four Statewide Evaluation Result Areas (Attachment 7). At least one logic model is required for each of the Statewide Evaluation Result Areas, the four Result Areas are:

Deleted: ,

1. Improved Family Functioning
2. Improved Child Development
3. Improved Health
4. Improved Systems of Care

Each SR Program should identify the outcome(s) that are targeted for each result area, what identified community needs will be addressed, what services will be provided to achieve these outcomes, what practices will be employed to provide services, the specific indicators to be tracked, and the data sources. The outcomes, indicators and services that may be used in developing the logic model have been defined by First 5 California, in conjunction with County representatives on the Evaluation Workgroup.

## **Full Participation in the Statewide Evaluation**

The SR portion of the new Statewide Research and Evaluation Framework (July 2005) includes multiple reporting and evaluation approaches to help stakeholders understand the services provided and the results achieved and to guide local decision-making.

Outcome reporting will be tailored to individual program (at the application level) designs so that a complete statewide picture of SR results can be provided to stakeholders. Data will be reported to the State in the aggregate rather than at the individual participant level, using tools and templates designed by the State, in collaboration with the Evaluation Workgroup. However, because of the focus and importance of documenting results, local programs must continue to collect service and outcome data for individual clients.

The Statewide Research and Evaluation Framework establishes a Center for Results to plan and conduct more in-depth research and evaluation studies at selected funded sites, such as a longitudinal study of selected SR Programs and clients. Study topics will be determined after the Statewide Research and Evaluation Contractor begins work in May 2006.

Three levels of data will be collected, reported, and evaluated in order to provide answers to different categories of questions. These levels include: 1) descriptive data; 2) outcome data; and 3) data produced through focused in-depth research and evaluation studies.

<b>Data Collection Levels</b>	<b>Reporting Responsibilities</b>
Level 1: Descriptive data provides standardized and consistent information and formats statewide for the Annual Report.	Standard <u>reporting by individual funded program</u> (at the application level), answering questions regarding: what services are being funded, who is being served, how many are served and by whom, as well as for what purpose and how much is being spent.
Level 2: Outcome data provides county-specific information for the Annual Report and for use in targeted state evaluation studies on statewide impact and results.	Counties report aggregated data from program identified outcomes and appropriate indicators. To be used to provide consistent results information across multiple funded programs. Will answer questions about results from individual programs and for Level 3 research and evaluation work.

Level 3: Focused in-depth research and evaluation studies will provide information for purposes of accountability, improving results, evaluating statewide impact, policymaking, and future practice development.	Center for Results develops and carries out research agenda and selects county programs for evaluation/review. Conducts research and evaluation efforts to: (1) evaluate impact of specific initiatives and programs executed within or across counties; (2) evaluate the overall impact and return on investment of First 5 through enhanced community capacity and intensive longitudinal studies.
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## 1. Standard and Consistent Reporting for Accountability

The first component for the SR Program evaluation follows the Statewide Research and Evaluation Framework's approach to accountability reporting for county-funded programs, with the exception that **rather than reporting by county, SR Program data elements will be reported by "individual applying program (at the application level)"** and will reflect the program funding with First 5 California funds and the local cash match for the SR Program.

Each funded program will report basic demographic and spending information to the State Commission for use in the Annual Report, providing stakeholders with consistent information for each funded program across the state to answer a set of key questions. Such questions include:

- ☐ What services are being funded?
- ☐ Who (including specific demographic data) and how many are receiving services (in the aggregate)?
- ☐ Who is providing these services and at what cost?

**Locally funded programs will be responsible for collecting, maintaining and reporting these data to the State Commission, and ensuring that the data are available for three years following the end of funding.** State Commission staff will summarize the information for its Annual Report on SR investments across the state, by services provided, by provider, and by recipient of services. The State Commission will also use the data reported as inputs to inform further research, identify trends, and integrate with outcome information to provide a comprehensive picture of SR investments and results as described below.

## 2. Reporting Results from a Menu of Outcomes and Indicators

The second component asks locally funded programs (at the application level) to identify, in each of the four results areas, all specific outcomes that reflect their program, along with indicators to measure progress toward those outcomes. These

outcomes and indicators pertain to the participants in SR Programs, not to the entire community. The outcomes and indicators will represent State funds, local cash match, and collaborative partner investments for a complete SR Program. Attachment 7 is a preliminary menu of outcomes and indicators based on the Essential SR Elements, National SR Indicators, and the First 5 Data Dictionary. The outcomes and indicators identified by each individual program will be a limited set, but will reflect major aspects of the program goals and investments.

**Funded programs will then select at least one program outcome and corresponding indicator for each Result Area (listed below). Programs will submit data to the State in each of the four Result Areas. The collecting and reporting of data for more than one outcome and indicator set per Result Area is strongly recommended and encouraged.** It is expected that sites will collect data on other indicators for their own local evaluation purposes, although they may not necessarily report on those indicators to the State. SR Program sites and State staff will review the specific outcomes and indicators selected and finalize the selections under which the local SR Program will report aggregate client data.

Within the menu, outcomes and indicators are presented in the following Result Areas:

1. Improved Family Functioning
2. Improved Child Development
3. Improved Health
4. Improved Systems of Care (must at least report on School's Readiness for Children here; Infrastructure, Administration, and Evaluation would be appropriate here)

In addition to reporting outcomes and indicators from the menu, local commissions will submit program evaluation reports and/or other locally generated outcome information to the State to provide as complete a picture as possible of local SR Programs. This information will be particularly helpful, in support of funding decisions made by the State Commissioners, legislators, and other funding partners. The menu will be reviewed for appropriateness (and edited, if appropriate) after the Statewide Research and Evaluation Contractor begins work in May 2006.

### 3. State Directed Data Collection, Research and Evaluation

The third component of the SR Program evaluation is conducted by the Center for Results and allows for focused, in-depth studies of selected programs and practices. Studies may include:

- Studies to identify broad trends. This component could include the evaluation of child School Readiness outcomes using the Kindergarten Entry Profile or a similar evaluation tool. Researchers could design studies using a community sample or client samples for children receiving SR Program services or in areas known to be intensively served. Other data collection methods could include parent reporting, school reporting, or other methods that can provide reliable and



consistent data.

- Intensive data collection efforts. Sample data will be taken from the universe of School Readiness participants and/or sites for use in a longitudinal study. Collection and reporting could come from a representative sample geographically, demographically, or by selected practice approach.
- Applied research, case studies. This method would allow in-depth research on specific interventions and specific program designs as they are implemented. This method would allow state researchers to collect qualitative as well as quantitative information.

SR Programs will be required to make available to the Center for Results any data that they are collecting, and to ensure that all data are available for three years following the end of the four-year funding cycle.

The Statewide Research and Evaluation Framework is available, via the following web-link: <http://www.ccfrc.ca.gov/breaking.htm>.

### **Collaboration Among County and State First 5 Programs and Projects**

School Readiness is the overarching vision for First 5 and the Essential and Coordinated Elements of School Readiness provide the framework for all other First 5 Programs and Projects. Thus, collaboration among these programs and projects is vital to the SR movement statewide. First 5 funded SR Programs continue to demonstrate the power of collaboration by leveraging First 5 funds in ways that multiply SR services and supports. Close work among First 5 Programs and Projects at both the County and State Commission levels (e.g., CARES, Health Access, Tobacco Cessation, Special Needs Project, Power of Preschool, Oral Health, Kit for New Parents, KCED-A Place of Our Own/Los Ninos en Su Casa, and Migrant Education Even Start) is essential to the overall effectiveness of SR Programs. For the purposes of this RFF, collaboration among County and State First 5 Programs and Projects will include activities such as formalized joint planning, written collaborative agreements, regular meetings of program managers and policy makers, cross-training of staff, operational multi-disciplinary teams, service and care coordination, coordinated evaluation processes and outcomes, and co-location of services and major events.

Applying SR Programs must clearly articulate what First 5 Programs and Projects they are interfacing with, at what level, and with what results. Knowing this information, on a statewide basis, will help exhibit the importance and connectedness of every component of the First 5 investment and how coordination of these components more effectively serves California's children and families.

A description of various First 5 California Programs and Projects is available at the following web-link: <http://www.ccfrc.ca.gov/prg.htm>.

## **First 5 Financial Management Guide Compliance**

The purpose of the First 5 Financial Management Guide is to help County Commissions establish and refine their financial management policies and practices. The Guide contains best practices, standard practices, and in some instances, emerging practices in governmental finance. The policies and procedures included in the Guide have been tailored where possible to the specific needs and environment of First 5 County Commissions.

The Guide is a product of the joint technical assistance effort between the First 5 Association of California and the State Commission. It is a direct result of a financial management assessment of First 5 County Commissions, conducted by the Government Finance Officers Association of the United States and Canada (GFOA) in 2004. It is primarily for use by County Commission Executive Directors and their fiscal staff members, but it is also accessible to all stakeholders to inform and educate them on appropriate policies and procedures for managing First 5 financial resources in County Commissions.

The guidelines and glossary contained in the Guide provide a common frame of reference and language for use between State and County Commissions when addressing financial matters, in this case with regard to SR Program funds.

The Guide covers each of the following major fiscal areas:

1. Contracting,
2. Investment Management,
3. Planning and Budgeting,
4. Accounting,
5. Financial Reporting, and
6. Administrative Costs.

To support the uniform use of included guidelines, each chapter contains applicable policy statements, procedures, model documents, and other resources. Counties and funded SR Programs are requested to use Financial Management Guide terms and definitions when reporting to or communicating with the First 5 California regarding the SR Program.

The First 5 Financial Management Guide is available, via the following web-link <http://www.f5ac.org/mguide/>.

## **Parameters for Use of County Coordination Funds**

As SR Programs begin Cycle 2 SR funding, County Coordination Funds (formerly known as Implementation Funds) will be available to counties to assist in their coordination of local SR Programs. The annual amount of available County Coordination Funds will remain stable based on the established county allocation

(Attachment 8); however, the 27 larger counties' allocation will be adjusted to fund the Small County Augmentation Project (Attachment 9). County Coordination Funds will be available for expenditures incurred only within the Cycle 2 funding timeframe.

As part of this RFF, counties are required to submit a budget for County Coordination Funds for prior approval by First 5 California (Form 6). Counties may request Coordination Funds once per fiscal year and the funds will be available for expenditures during a county's Cycle 2 funding.

The first disbursement of County Coordination Funds will be upon request by the county during the Cycle 2 application process (Form 12). Subsequent disbursements will be once per FY upon receipt of a disbursement request for the current year and an expenditure report that shows expenditure of the previous disbursement of County Coordination Funds, justifying the next disbursement. County Coordination Funds unspent at the close of the Cycle 2 funding period will no longer be available to the County Commission. Once a County Commission has applied for Cycle 2 Funds, Cycle 1 Implementation Funds will no longer be available for disbursement. It is anticipated that the annual amounts of Cycle 3 County Coordination Funds will be available to counties based on actual expenditures of these funds during Cycle 2.

County Coordination funds may be used only for the following purposes:

#### SR County/Program Management

- ❑ Staff to monitor local programs – complete typical program accountability activities (e.g., adherence to First 5 California and SR Program RFF policies, timely and accurate reporting, licensing, etc.), request and review regular progress reports, perform site visits and observe program implementation, review budgets and expenditures, prepare reports, identify areas for improvement, highlight best and promising practices, share critical challenges and successes with First 5 California staff;
- ❑ Technical assistance, training, and conferences – assess and address the technical assistance/training needs of SR staff members at the County Commission and/or funded program levels; and
- ❑ Program operations – support areas such as program planning, development, and evaluation of SR efforts at the County Commission and/or funded program levels.

#### SR County/Program Services

- ❑ Local program services – expand program services offered at the local level by increasing program budgets (*NOTE: This may be done at the time of application only. Once program budgets are approved, they may not be increased by shifting State funds; any subsequent increases must be made using County Commission or local partner funds.*);

### SR County/Program Evaluation

- On-going needs assessments and analysis of local evaluation data and SR-related research – solicit and analyze information regarding the status and needs of children 0-5 and their families, subsequently develop and modify programs to better address identified needs (*NOTE: Updates to originally submitted needs assessments are acceptable in this second cycle of funding, for continuing programs.*);

In accepting County Coordination Funds, counties are reaffirming a commitment to effectively monitor local programs, submit timely and accurate reports, and fully participate in the statewide evaluation process. Failure to maintain these commitments will result in a reduction in the amount of County Coordination Funds provided by First 5 California. A template for providing a budget for County Coordination Funds is included in this RFF document (Form 6).

### **Implementation of the Small County Augmentation Project**

On May 20, 2004, the State Commission approved State funding for the Small County Augmentation Project for four additional years starting in Fiscal Year 2004/05. The funding agreement included the stipulation that the larger counties fund 20% of the cost.

The amount of local funding match required per fiscal year will be apportioned to the 27 largest counties based on county birthrates. The birthrates used to calculate tax revenue in the fiscal year the funds were disbursed will be used. The Fiscal Year 04/05 local match funding required per county is shown in Attachment 9. The 27 largest County Commissions are offered the following three options for meeting their Small County Augmentation Project commitment, using Cycle 2 funds:

#### **1. Reduce County Coordination Funds**

If this option is selected, the County Commission must certify that the program will maintain prior service levels throughout Cycle 2 funding (Form 7) and identify in the application response to this RFF, the estimated amount of County Coordination allocation per fiscal year to be redirected for the Small County Augmentation Project (Form 6).

#### **2. Reduce State SR Program allocation that is not budgeted for use**

If this option is selected, the County Commission must demonstrate that it has sufficient Cycle 2 SR Program funds available to meet its Small County Augmentation Project commitment AND certify that sufficient funds are available to maintain prior service levels or increased service levels as approved in the application response to this RFF, throughout Cycle 2 funding (Form 7). The County Commission must identify (Form 5) the estimated amount of SR Program allocation per fiscal year that will be redirected to the Small County Augmentation Project.

### 3. Reduce State SR Program allocation from one selected SR Program

If this option is selected, the County Commission must identify the selected SR Program, submit fiscal reports that document the full restoration of these funds (using local cash match sources as defined in this RFF document), AND certify the SR Program will maintain prior service levels or increased service levels as approved in the application response to this RFF (Form 7). The County Commission must identify (Form 5) the estimated amount of SR Program allocation per fiscal year that will be redirected to the Small County Augmentation Project. In this option, the second disbursement for the fiscal year will be reduced by the amount redirected for the Small County Augmentation Project. This assumes that this disbursement is large enough to cover the offset.

All larger counties required to fund the Small County Augmentation Project (Attachment 9) must include the following in their application responses to this RFF:

1. The funding option they will use to fund the Project (Form 11) and
2. An explanation of how their allocation will be reduced each year by the amount due for the Project (Form 5 or 6 as applicable).

By April 3, 2006, each larger county (regardless of what year they will apply for Cycle 2 funds) will indicate the option it has selected and will use that option for funding the Small County Augmentation Project for four years.

### **Submission of Timely and Accurate Annual SR Program and Fiscal Reports**

The Annual SR Program and Fiscal Reports are due by 5:00 P.M. on November 1 of each fiscal year to:

First 5 California  
501 J Street; Suite 530  
Sacramento, CA 95814  
Attn: School Readiness Partnerships Office

The content and format of the program report will be supplemental to what is included in the Annual Report and will include the following evaluation, fiscal and narrative components:

#### **A. Evaluation Report Submittals**

Counties are required to collect and report to the State Commission: 1. *descriptive data* on the services provided and the number of children and families served; 2. *outcome data* based on the indicators and data elements identified in the logic model (Form 3) and 3. *evaluation reports* describing locally designed and implemented evaluations.

## 1. Descriptive Data

Similar to the reporting requirements for the [First 5 Annual Report](#), SR Programs will be required to provide aggregated descriptive data on the number of children and families served for each of the four result areas. SR Programs will report by **Result Area and service**, the following information (Form 7):

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- **Population Served** – Children, families, and/or service providers who participate in activities or receive services, including those that are family oriented, directly from program staff or volunteers. Population served includes, children (0 through 5), parents, other family members, and service providers receiving services. The number served should be an unduplicated count of the number of children, family members, and/or service providers served for a particular program. The population served should be an unduplicated count of participants that received that particular set of activities. If a participant received this service more than once, they should only be counted once.
- **Ethnicity of the population served:** The ethnic or racial category that best describes the program participant. The racial categories used are those included in the U.S. Census. In addition, the ethnic category “Latino” is used.
- **Primary language of population served:** The language predominantly or exclusively spoken at home.
- **Age:** The number of children who are being served either directly or indirectly (i.e., through services provided to parents/guardians and/or other family members), who are younger than 3 years, 3 years old up to their 6th birthday, or of unknown age.
- **Children with Special Needs:** For the SR Program’s data collection and reporting purposes, children with special needs are defined as: children eligible for early intervention (Early Start) and/or related services under Part C of IDEA; (children under 3 years of age), children eligible for preschool special education and/or related services under Part B (619) of IDEA, and/or children with a mental health diagnosis (the First 5 California Special Needs Project uses a broader definition).

For example, if an SR Program provides Primary Care Services under Result Area 3: Improved Health, the SR Program would report the number of children that received these services, by ethnicity, age, and primary language. This process would be repeated then for all services and Result Areas. In addition to reporting children served by Result Area and services, each SR Program should provide an unduplicated count of the number of children served by the program, to the degree possible.

## **2. Outcome Data**

Outcome data must be reported in aggregate based upon the reported data elements that were approved and accepted as part of the SR Program application (Form 7). Data must be submitted annually in a format and process to be defined by First 5 California, pending the results of a technology assessment currently underway. All data elements approved in the logic model (Form 3) and the application must be reported.

## **3. Evaluation Reports**

Copies of locally developed evaluations on State SR Programs or components of State School Readiness will be submitted to the Center for Results. Reports may be submitted at the time of the Annual Progress Report or throughout the year as available. Counties should indicate if a local evaluation study is underway and the anticipated completion date as part of their annual report.

### **B. Fiscal Report Submittals**

Consistent with the format of the budget submittal, annually a report of actual expenditures by budget category must be made. Actual revenues and expenditures will be reported. The amounts will be exactly the amounts included in local financial reports and will be reported according to Generally Accepted Accounting Standards for governments. Variances between actual expenditures and budget should be explained.

### **C. Program Status Summary**

Counties will supplement the reporting of evaluation data and fiscal data with a narrative analysis of the results achieved vs. results planned. This analysis should be limited to two to five pages and will address:

- Results that were achieved and not achieved, the reasons why and the impact on the project.
- Program successes and contributing factors.
- Program barriers/challenges and contributing factors.
- Lessons learned and/or program modifications that are being implemented to improve future results.
- (If Applicable) Data substantiating the appropriateness of continuing to use a practice not included on the SR Program Evidenced-based Practices and Resources Chart or a description of appropriate redesign plans.
- Staff, partner, and/or program changes.
- Schedule of past and upcoming major activities.
- Resources to share with other SR Programs.
- Updated Program Profiles (Form 10) for each funded SR Program.

Program and fiscal report forms will be provided to County Commissions by June 2006. Data contained in the fiscal reports must be consistent with and reflective of the data addressed in the county audit. The use of County Coordination Funds will be reported separately from SR Program Funds. The use of unspent SR Program funds from year to year of Cycle 2 must be fully justified by the County Commission/Program and approved by the State prior to use. As most programs have been in operation for four years prior to Cycle 2, it is anticipated that annual program expenditures of First 5 California funds will be stable.

*NOTE 1: The program and fiscal report forms will be developed and mailed at a later date, to address the reporting requirements described above.*

*NOTE 2: The State Commission may request specific additional information during Cycle 2 of the SR Program, requests for this information will be made prior to the fiscal year during which it will be needed, to provide County Commissions with adequate time to establish appropriate collection and submission methods.*

*NOTE 3: The State Commission is seeking a Technology Contractor to assist in developing a web-based reporting platform that will facilitate centralized, seamless reporting (anticipated contract start-date June 2006).*

### **Reporting and Program Compliance with State Fiscal, Program, and Evaluation Policy**

Acceptance of SR Program and County Coordination Funds reaffirms a County Commission's commitment to effectively monitor local programs, submit timely and accurate reports, and fully participate in the statewide research and evaluation process. Failure to maintain these commitments will result in a reduction of SR Program and/or County Coordination Funds provided by First 5 California, as described below.

The annual reports are due to First 5 California by November 1 of each year. These reports must be submitted by the County Commissions in a timely and accurate manner. The following steps will be taken in cases where Counties fail to submit timely and accurate reports for their funded SR Programs:

1. If the immediate past fiscal years (FY's) SR program, fiscal, and evaluation reports (due November 1) have not been submitted or are not complete and accurate before the start of the next FY (July 1) then the SR Program will be out of compliance for that immediate past FY.
2. If an SR Program is out of compliance, the consequences are:
  - The County Commission will be required to return all First 5 California funds that were disbursed or carried forward for use during the FY that the SR Program was out of compliance.
  - The County Commission will be required to fund First 5 California's contribution for the FY that the SR Program was out of compliance.



- The SR Program will be on a reimbursement basis for the balance of Cycle 2 funding; however, it will not receive reimbursement for the FY that the program was out of compliance.
3. For SR programs on a reimbursement basis, First 5 California will reimburse County Commissions for budgeted State SR program expenditures if:
- First 5 California has received and approved all past FY SR reports,
  - SR amounts due to First 5 California have been paid in full, and
  - Requested reimbursement is for immediate past FY SR Program expenditures (First 5 California will not reimburse County Commissions for SR program expenditures prior to a past FY).

Example: SR Program XYZ

FY 06/07		FY 07/08			FY 07/08		
7/1/06	6/30/07	7/1/07	11/1/07	6/30/08	7/1/08	11/1/08	6/30/09
\$10,000 Unspent State Funds from FY 05/06			FY 06/07 reports due		If FY 06/07 forms are not complete and accurate before July 1, 2008, then county commission will return \$100,000 from FY 06/07 to state.	FY 07/08 reports due	Final date for reimbursement of State Funds for FY 07/08  Reimbursement contingent on receiving complete and accurate reports for FY 06/07 and FY 07/08 and return of \$100,000 to the State for FY 06/07
\$90,000 State funds disbursed for FY 06/07							
\$100,000 Total state funds					This SR program is on a reimbursement basis.		
					The county commission will fund the state budget for FY 06/07.		

If FY 2006/07 SR Program XYZ reports are not submitted accurately before July 1, 2008, then SR Program XYZ is out of compliance and will be required to return \$100,000 to First 5 California. The County Commission is expected to fund the State portion of the SR Program's budget for FY 2006/07. SR Program XYZ will be on a reimbursement basis starting in FY 07/08. If reports for FY 2006/07 and 2007/08 are submitted and accurate by June 30, 2009, and First 5 California has received \$100,000

from the County Commission for FY 2006/07, then SR Program XYZ will be reimbursed for their FY 2007/08 First 5 California expenditures.

*NOTE: No First 5 California funds will be disbursed prior to the receipt of accurate reports.*

## **V. Application Components and Approval Guidelines**

First 5 California staff will conduct the application review and approval process. The information below outlines decision areas that will be considered in the review of each submitted application. Please organize your application based on these components and review your completed application to assure that each area is fully addressed.

Coversheet – Complete as indicated on Form 1.

1. Background (No more than 2 pages) – Indicate when your SR Program was originally funded and when it became fully operational; summarize the current state of your SR Program including key practices, key partners, strengths, and challenges. Describe how children/families have been served, including specific groups by ethnicity, language, age (e.g., 0-3 or 3-5), and special needs, etc.

- a. Indicates when the SR Program was originally funded and when it became fully operational
- b. Summarizes the current state of the SR Program including key practices, key partners, strengths, and challenges, using a chart or table if appropriate
- c. Describes how and how many children/families have been served, including specific groups by ethnicity, language, age (e.g., 0-3 or 3-5), etc., using a chart or table if appropriate

2. Needs Assessment Updates (No more than 2 pages) – Indicate the source of your needs assessment, describe identified needs, and highlight any newly identified areas of need. At a minimum, continuing programs must include needs assessment updates in each of the Statewide Evaluation Result Areas (see RFF Page 11). All expansion/new programs must fully describe recently completed needs assessment data (completed within 6 months of the application submission date). A variety of methods for gathering needs assessment data may be employed and discussed in this section, such as local score cards, survey summaries, results from prior local and state First 5 research and evaluation activities, focus groups, and Children Now data. The role of local families in contributing to needs assessment data must be evident.

- a. Indicates the source and collection methods of the needs assessment updates
- b. Describes family and community participation in the assessment process

- c. Describes and prioritizes identified needs (based on input from families)
- d. Highlights any newly identified areas of need from Cycle 1 to Cycle 2 (if applicable)
- e. Includes needs assessment updates in each of the Statewide Evaluation Result Areas

3. Explanation of Changes and Rationale (No more than 2 pages) – Summarize changes in partners, practices, or other aspects of your SR Program from Cycle 1 to Cycle 2; provide a rationale for each change (e.g., to make program improvements in areas such as cultural and language competencies, address newly identified areas of needs, redesign services based on evaluation data, etc.), address how identified challenges will be addressed, describe practices to be used. This information should provide greater detail to the summary provided on Form 2.

- a. Summarizes any changes in partners, practices, or other aspects of the SR Program from Cycle 1 to Cycle 2 (if applicable)
- b. Provides a complete rationale for each change (e.g., to make program improvements in areas such as cultural and language competencies, address newly identified areas of needs, redesign services based on evaluation data, etc.)
- c. Explains how any proposed changes are consistent with the needs assessment update provided
- d. Addresses how identified challenges will be addressed

4. Program Description (No more than 8 pages) – Provide a detailed description of the partners, practices, and other key aspects of your SR Program that will be employed to provide and coordinate quality direct services to young children and their families in Cycle 2. Address the communities to be served (in cases of expansion, also address the community/program selection process), type and level of services provided, collaboration with State and County First 5 Programs and Projects and other partners (including engagement of and collaboration with families of young children, roles to be played by First 5 and other partners, integration of First 5 Fundamentals (i.e., Principles on Equity, SR Elements, etc.).

- a. Provides a detailed description of the partners, practices, and other aspects of the SR Program that will be employed in Cycle 2
- b. Substantiates the use of practices not included on the Evidence-based Practices and Resources Chart (Attachment 6)
- c. Demonstrates that the described program is consistent with the needs assessment update provided
- d. Addresses the communities to be served
- e. Addresses the community/program selection process for any expanded aspects of the program (if applicable) and:

1. Incorporates all First 5 fundamentals; including the Principles on Equity and the Essential and Coordinated Elements of School Readiness (consistent with the Statewide Evaluation Result Areas; see RFF Page 11), and addresses cultural and linguistic issues evident in the surrounding community,
  2. Demonstrates that it can be implemented within the County Commission's established maximum allocation (*NOTE: Cycle 2 County maximum allocations are the same as those provided in Cycle 1 of SR funding*),
  3. Does not result in a reduction in the level or amount of services already being provided in existing SR school communities,
  4. Addresses communities served by schools with API scores in the lower 3 deciles (*NOTE: Use current (2004/2005) API scores for expansion purposes; these scores may be calculated using tools available at the following web-link <http://www.cde.ca.gov/ta/ac/ap/documents/calc04bq.xls>*),
  5. Demonstrates strong potential to achieve results for children (Attachment 6),
  6. Supports achieving and measuring positive results for children in current and new sites,
  7. Serves the needs and interests of children 0-5 and their families, as well as the surrounding community, and includes these groups in the program planning, development, and governance process, and
  8. Includes all RFF Guiding Policies mentioned in this RFF document (Page 10).
- f. Fully describes the maintenance of effort and any program modifications or expansion
  - g. Outlines the type and level of services to be provided
  - h. Describes collaboration with State and County First 5 Programs and Projects and other partners (including young children and their families)
  - i. Describes roles to be played by First 5 and other partners
  - j. Discusses the integration of First 5 Fundamentals (e.g., Principles on Equity)
    1. Addresses how cultural and linguistic issues will be addressed
    2. Addresses how inclusive governance will be achieved; e.g., parents' role in decision-making/leadership

5. Evaluation Design (No more than 3 pages) – Describe key evaluation activities to be implemented at the local level and who will implement them. Indicate plans to transition to and fully participate in the implementation of the new Statewide Research and Evaluation Framework.

- a. Describes key evaluation activities to be implemented at the local level, including evaluation design, questions, and data to be collected
- b. Identifies staff and/or contractors that will be involved in the implementation of State and County evaluation activities
- c. Indicates plans to fully participate in the implementation of the Statewide Research and Evaluation Framework effective July 1, 2006
  1. Identifies outcomes and indicators to be addressed and reported by the program (Attachment 7), using a chart or table as appropriate

6. SR Evidence-based Practices by Result Area – Complete as indicated on Form 2.

- a. Organizes SR Evidence-based Practices by Statewide Evaluation Result Area
- b. Lists practices implemented in Cycle 1
- c. Lists practices to be implemented in Cycle 2
- d. Provides a reason for any changes between Cycle 1 and 2

7. Logic Models – Complete logic models organized by each of the Statewide Evaluation Result Areas, indicate the relationship between selected evidence-based practices and the outcomes and indicators that will be tracked and reported as part of the Statewide Evaluation. Complete as indicated on Form 3 (applying programs may submit the logic models using either the chart or table form, only one version is needed).

- a. Provides at least one logic model for each of the Statewide Evaluation Result Areas
- b. Clearly indicates the relationship between selected evidence-based practices and the outcomes and indicators that will be tracked and reported as part of the Statewide Evaluation
- c. Draws the identified outcomes and indicators from the Preliminary Menu of SR Outcomes and Indicators in the Statewide Research and Evaluation Framework, revised (Attachment 7)
- d. Addresses each area of the logic model completely (e.g., community needs, practices, indicators, and outcomes)

8. Budget – Complete each of the budget forms according to the instructions.

- Form 4      SR Funding Source and Amount
- a. Maintains local cash match commitment from Cycle 1
  - b. Meets local cash match requirement (minimum \$1: \$1)
  - c. Provides fiscal information by state fiscal year (July 1 – June 30)
  - d. Identifies funds to be provided by the County Commission (if applicable)
  - e. Identifies funds to be provided by Funding Partners (if applicable)
  - f. Identifies funds that go directly to/through the County Commission
  - g. Identifies Small County Augmentation Project Funds (if applicable)
  - h. Provides a total for all SR Funding
  - i. Is mathematically correct

- Form 5      Budget by Expenditure Classification
- a. Provides fiscal information by state fiscal year (July 1 – June 30)

- b. Reports information by identified expenditure classification
- c. Provides four budgets requesting four equal annual amounts of State funds
- d. Provides a detailed line item budget
- e. Is within the State allocation
- f. Provides a narrative with a complete description for every item identified in the line item budget and addresses how each line item budget amount was derived (No more than 2 pages)
- g. Is mathematically correct
- h. Is consistent with terms and definitions provided in the GFOA Financial Management Guide

Form 6 County Coordination Funds

- a. Provides a line item budget for the County Coordination Funds
- b. Is within the State allocation
- c. Provides a detailed narrative with a complete description for every item identified in the line item budget and addresses how each line item budget amount was derived (No more than 2 pages)
- d. Is mathematically correct

Form 7 Estimated Numbers to be Served

- a. Addresses the numbers of children and families to be served
- b. Indicates clients to be served by age, ethnicity, and primary language
- c. Specifies children with special needs to be served
- d. Indicates providers, parents/guardians, and other family members to be served

9. Partner Agreements – Complete each of the forms listed below as indicated on the form.

Form 8 Collaborator/Partner List (please also provide MOUs/written collaborative agreements for all partners and specify any local cash match funds provided)

- a. Provides complete information for every partner referenced in the application
- b. Identifies New Partners (if applicable)
- c. Includes MOUs/written collaborative agreements for all partners; including financial commitments to provide local cash match funds (if applicable)

- Form 9      Participating School(s) List
- a. Provides complete information for every participating school referenced in the application
  - b. Identifies New Schools (if applicable)
  - c. Includes MOUs/written agreements for all schools; including financial commitments to provide local cash match (as applicable)

10. Program Profile – Complete as indicated on Form 10 (referred to as Form 5 in Cycle 1).

11. Small County Augmentation Project Certification - Complete as indicated on Form 11 (This applies to the 27 largest counties, see Attachment 9).

12. Request for Cycle 2 County Coordination Funds - Complete as indicated on Form 12.

## **Format Instructions**

**The County Commission is to submit one original and 3 copies of the completed application for each applying SR Program or one original and 3 copies of the completed application(s) for its district/county-wide system and** a disk containing the application and all attachments in Microsoft Word and Excel formats (as appropriate), to the address below no later than 5:00 P.M. on April 3, 2006; January 20, 2007, or January 20, 2008:

First 5 California  
501 J Street; Suite 530  
Sacramento, CA 95814  
Attn: School Readiness Partnerships Office

When finalizing applications, please adhere to the following formatting guidelines:

Font Style	Arial
Font Size	12 point
Spacing	Single
Double Sided Pages	No
Page Limits	As indicated per application component
Paper	White
Margins	1 inch on all sides
Page Numbering	Sequential, including all pages from the cover and table of contents to the final page of the last attachment